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ABSTRACT

This report documents the multicultural education programs funded by the New York City Board of Education in 1989-90, the second year of the program. Although a formal evaluation was not conducted, program implementation was documented through interviews and surveys of district staff. An overall summary and descriptions of program components are given for 21 districts or high school superintendencies. Programs were required to achieve at least 1 out of 10 defined goals, in each of the following categories: (1) self-respect and ethnic pride; (2) respect for cultural diversity; (3) interpersonal skills and awareness of the negative consequences of bias; and (4) historical awareness of discrimination. Some activities were continuations of activities previously started, but many were new initiatives. Only a few programs met the stipulation that they meet the needs of special students, and only approximately half had activities that directly involved parents. Few districts made explicit efforts to infuse the concept of multicultural education into the whole instructional process, and many efforts were hindered by funding difficulties. These factors contributed to the lack of equivalence among programs. Recommendations for program continuation stress the need for fewer and better-defined goals with better evaluation. (SLD)

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OREA Report

Multicultural Education Program

1989-90

Final Report

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Multicultural Education Program

1989-90

Final Report

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I. INTRODUCTION

This report, prepared by the Office of Research, Evaluation, and Assessment (OREA), documents the multicultural education programs funded by the New York City Board of Education in 1989-90, the second year of the program. OREA did not conduct a formal evaluation, but documented program implementation through interviews and surveys of district staff. This report provides an overall summary of the Multicultural Education Program as well as descriptions of program components in each participating district. By providing a descriptive compilation of these diverse activities, the report serves as a resource to inform future efforts to infuse curriculum and instruction with a multicultural perspective.

HISTORY OF THE PROJECT

In December 1988, the Chancellor's office issued a Request For Proposals (R.F.P.) for 15 pilot programs of multicultural education designed to help insure "that our young people develop respect and appreciation for their own cultures and for the cultures of others." An impartial panel composed of professional educators and members of community-based organizations reviewed the 36 proposals that were submitted. Thirteen community school districts (C.S.D.s), one citywide special education program, and one high school superintendency each received a grant of $50,000 (from funding provided by the New York City Council) to carry out their proposed program of multicultural education.

In the fall of 1989, the Board of Education again solicited and received proposals for multicultural education programs. The districts that had received grants in 1988-89 were re-funded, but at the lower amount of $30,000. The Board also selected five additional C.S.D.s and a second high school superintendency to receive grants of $50,000. Funds were allocated in mid-November 1989. However, some district programs experienced delays in receiving their grants. One coordinator received notification of the grant a month late because it had been incorrectly addressed; another district reported that school staff unfamiliar with central accounting procedures incurred delays in the processing of their purchases.

PROJECT GOALS

The R.F.P. allowed participating districts to use their grant to expand existing multicultural programs and/or to institute new ones. It stated ten goals grouped into four categories, and stipulated that district programs achieve at least one goal in each category*:

Category I

(self-respect and ethnic pride)

- Enhancement of self-worth and self-respect among New York City students.
- Demonstration of an appreciation and knowledge of the culture and history of one's own ethnic and racial group.

---

*The description provided in parentheses for each category was developed by OREA.

Category II

(respect for cultural diversity)

- Promotion of racial and ethnic harmony among New York City students.

- Demonstration of respect for the cultural diversity that exists within New York City through a knowledge of the cultural contributions of a variety of ethnic groups to the growth of the United States and other countries.

Category III

(interpersonal skills and awareness of the negative consequences of bias)

- Development of skills in interpersonal and intergroup relations and in conflict resolution, with special emphasis on conflict arising from bias and discrimination.

- Recognition of the negative consequences of various kinds of bias, including that based on language, race or ethnicity, religion, social class, gender, age, disability, or sexual preference.

Category IV

(historical awareness of discrimination)

- Analysis of the progress in the United States and other countries toward ending institutional racism and other forms of discrimination.

- Discussion of the impact of racism on our society and other societies.

- Analysis of the history of several ethnic and racial groups--awareness of, as well as empathy for, their struggles for empowerment.

- Analysis of human rights violations in our global society and of progress in obtaining human rights.

The R.F.P. further stipulated that district programs:

1) address the needs of special students (such as students of limited English proficiency and those with handicapping conditions);

2) infuse the concept of multicultural education into the whole instructional process;

3) include components of staff development and parent involvement; and

4) establish an advisory committee.

II. PROGRAM IMPLEMENTATION

This chapter presents a summary of the overall implementation of the program across participating districts. It then summarizes the role of the Office of Multicultural Education (O.M.E.) in supporting the district programs and describes the multicultural program implemented in each district.

SUMMARY OF OVERALL IMPLEMENTATION

Use of Funds

In most cases, the 18 C.S.D.s, two high school superintendencies, and one citywide special education program used their grant funds both to hire outside community-based organizations (C.B.O.s) to conduct activities, and to support activities led by district and school staff. The grant often served to expand or subsidize practices that had already been operating in a district before this funding was received.

Many of the districts' multicultural activities were scheduled to take place late in the school year. Unfortunately, at about that time, the Board of Education imposed a freeze on tax levy funds in the Other Than Personal Services (O.T.P.S.) category to resolve a citywide budget problem, which meant that districts could not order materials or pay consultants working for community-based organizations providing multicultural services after the freeze became effective on May 1, 1990. Although partial funding was restored, the freeze disrupted most of the planned multicultural programs, and districts that had

planned to spend their funds after May 1 did not receive the full amount of their grant.

Programming

Participating districts were given the latitude to choose the particular goals they wished to emphasize within the four categories stipulated in the program guidelines. In addition, they were permitted to specify "process" objectives, such as planning and carrying out a staff development retreat, rather than "outcome" objectives, such as a change in reported student attitudes.

The Office of Multicultural Education reviewed each district's proposal. Additionally, districts were encouraged to consult with O.M.E. about revisions to their plans necessitated by the restrictions in funding mentioned above. Nonetheless, OREA found that some districts implemented programs that were substantially different from what they had proposed, and that the programs varied significantly in depth and scope.

Table 1 presents a graphical summary of the participating districts' areas of activity, based on interviews with the program coordinators and the documentation provided by them. The categories group activities according to their chief participants (students, staff, or parents) or products (materials or curriculum).

TABLE 1

Areas of Activity in District Projects

District	Student Activities	Staff Devel.	Curric. Devel.	Materials Collection	Parental Involvemt.	Notes
1	•	•		•	•	
2	•	•				a
5	•	•				
8*	•	•			•	
9	•	•	•	•	•	
10		•		•		
15	•	•	•	•		
17	•	•			•	
18	•	•	•			
19*				•		
20*	•				•	b
23		•		•	•	
24	•	•			•	c
27	•	•			•	d
28	•	•				
30*	•	•	•		•	
31	•	•				
32*	•	•		•		e
75 (citywide S.E.)			•	•	•	
Bronx H.S.s	•	•		•	•	
BASIS*	•			•		

Asterisks (*) indicate a district or superintendency in its first year of funding for multicultural education.

a -- Staff development was limited to coordination of special programs with curriculum.
b -- The project was largely limited to one school.
c -- Staff development was ancillary to one student program.
d -- The district conducted many other multicultural activities not funded by this grant.
e -- Curriculum development was planned but deferred on account of funding problems.

Note that:

- only C.S.D. 9 utilized all five types of activities in its multicultural education program funded by the grant;
- C.S.D.s 1, 15, and 23 and the Bronx high schools superintendency reported four types of program activities;
- most (62 percent) of the districts utilized two or three types of program activity.

Special circumstances affecting district programs are indicated by the notes on the table. In a few instances, an area of activity that took place on a very limited scale in a district is not indicated for that district on the table. For example, although C.S.D. 18 included parents on its multicultural advisory committee, it did not implement any activities specifically for parents.

Focal Points of Districts' Programming

Staff development. Staff development dominated the districts' agendas. Most districts felt that it was necessary to first change teachers' awareness in order to change what happens in the classroom. They, therefore, either contracted with outside specialists in staff development to put together a program, or offered in-house staff training activities. Some districts utilized both approaches. These staff development activities were often extended by a "turnkey" approach, in which staff members who had participated in training activities would share what they had learned with their colleagues.

Student programming. Although it was usually more limited in scope than the staff development activities, an equal number

of districts reported programming for students--much of it provided by outside agencies. Four such activities were used widely enough to merit special mention:

- Innovative Community Enterprises (ICE), a community-based organization, conducted an oral history/anti-prejudice program in target schools at eight of the C.S.D.s participating in the multicultural education initiative. After explaining their program to the teachers, ICE consultants held four or five training sessions with each participating class. They taught techniques of interviewing and note-taking, then brought in people of diverse ethnic, racial, and religious backgrounds for the students to interview. Students also interviewed their parents to learn family history. In several districts, ICE held a parent workshop and produced a magazine reporting highlights of the interviews. The program was well received.

- The Anti-Defamation League (A.D.L.) of B'nai B'rith offered a range of educational services as part of the project "A World of Difference," from which seven districts chose particular programs. Some opted for staff development workshops, and others used A.D.L. print and video materials.

- "Making Connections," a program of lessons based on multicultural themes from children's literature which was developed in C.S.D. 15, has now been replicated in other districts. However, funding problems arising from the spring tax levy freeze prevented several districts from buying the books to implement the program fully this year.

- Educators for Social Responsibility (E.S.R.) is a professional association whose New York chapter was founded in 1982 to promote education for peace. In one of its programs, consultants lead staff training and student activities designed to heighten sensitivity to people of different backgrounds and to teach peaceful ways of resolving conflict. While formally known as the Resolving Conflict Creatively Program (R.C.C.P.), this project (co-sponsored by the Office of Health, Physical Education, and School Sports) has acquired a different name (e.g., Peace Education) in some of the districts where it has been introduced. In addition, R.C.C.P. managers have developed a pretest/posttest student questionnaire to measure the program's effect on participants. Districts 15, 18, 20, and 27

implemented R.C.C.P. as part of their multicultural projects.

Curriculum development and materials collection. Few of the districts addressed curriculum development. Several, however, laid the groundwork for such activity by ordering materials for school libraries or resource centers.

Parental involvement. Ten districts reported significant efforts to involve parents by including them on advisory committees, inviting them to some staff development activities, and/or enlisting their aid in organizing student festivals.

OFFICE OF MULTICULTURAL EDUCATION ACTIVITIES

Conferences

As stipulated in the Request For Proposals, the Office of Multicultural Education arranged a series of conferences to which each participating district had to send five staff members. These conferences were clustered late in the project year, and as a result of the funding freeze, one was cancelled.

Local universities provided speakers for the six conferences that were held. The first conference introduced general themes of cultural identity, while the remaining five interpreted the cultures of ethnic communities prominent in New York: African-American, Caribbean, Puerto Rican, Latino, and Asian-American.

In general, participants rated this series of conferences favorably. O.M.E. prepared questionnaires to be completed by those who attended the conferences, and later shared the responses with OREA. Fifty (56 percent) of the final

conference's 90 participants returned their questionnaires: 35 of them (70 percent) rated this conference as "excellent" and the rest considered it "good." The following comments are representative: "Please don't stop now. I hope next year we can address the whole issue of social change...." "Sessions were educational and informative." "Considerable thought-provoking information." Participants valued the opportunity to share ideas and describe approaches they had found effective in planning and implementing their program. In some cases, however, the conferences provoked controversy.

Some participants also complained of the mandatory character of the conferences, and felt that scheduling them during the school day made it difficult for staff to attend. Some questioned the policy of requiring the same participants throughout the series, thus exposing fewer people to the ideas presented. Many participants also expressed the wish that the conference format provide more opportunities for discussion and fewer lectures.

Technical Assistance

On request, O.M.E. provided the districts with technical assistance in the design of their projects. Many districts asked for and received guidance in structuring staff development programs and selecting curriculum materials. O.M.E.'s director and assistant director also accepted invitations to make presentations to district staff.

In 1989-90, only two staff members were assigned to this office, providing limited oversight.

Summary

The Office of Multicultural Education arranged a series of mandatory conferences on ethnic identity. It also provided technical assistance to participating districts upon request.

DISTRICT ACTIVITIES

COMMUNITY SCHOOL DISTRICT 1, MANHATTAN

Advisory Committee and Parental Involvement

A districtwide multicultural education advisory committee included about 25 members--students, teachers, paraprofessionals, parents, and school board members. This committee met bimonthly to discuss programs, evaluate materials, and share cultural experiences. The committee also surveyed school and district staff to assess the progress of multicultural programming.

In addition, about 15 district parents formed another group to discuss and provide assistance with multicultural activities. This parent group, drawn largely from families whose children were participating in bilingual programs under Title VII of the Elementary and Secondary Education Act (E.S.E.A.), met bimonthly. Members of this group also ran an after-school multicultural fair, participated in sensitivity training programs, and attended school assemblies.

Student Programs

About half of the district's 9,000 students participated in multicultural events. These activities included the following:

- The Henry Street Settlement House sent folk artists to the schools to display their art and storytelling skills.
- The Education Network of Artists in Creative Theater (ENACT) program used role playing to encourage multiethnic sensitivity.
- The Harlin Jacque Company presented programs of music, poetry, and drama to enhance appreciation of African-American and Caribbean-American cultures.
- The ICE "Oral History/Anti-Prejudice Program" provided students with interviewing skills to elicit cultural material.
- The Global Awareness Program taught students about the United Nations and international news issues and provided addresses for pen pals from all over the world.
- The Third Street Music School taught the students songs in various languages.

Staff Development and Materials Development

The district invited school staff to attend monthly multicultural education meetings. At J.H.S. 56, consultants from the Institute for American Pluralism of the American Jewish Committee assisted at a staff development meeting on ethnic sharing.

Every school in the district appointed a contact person to maintain a collection of multicultural books, videotapes, and other educational materials and to bring problems of cultural sensitivity to the attention of publishers. All contact persons attended bimonthly meetings at which they discussed intercultural

relations and received information on ethnic events such as Puerto Rican Heritage and Cultural Week and Black History Month.

Summary

The district contracted with numerous outside agencies to run multicultural classroom and staff development activities. A small group of parents and an advisory committee of staff, students, parents, and school board members actively participated in the program.

COMMUNITY SCHOOL DISTRICT 2, MANHATTAN

A Variety of Arts Programs

C.S.D. 2 called its project the Multicultural Comprehensive Education program, and designated a staff member as Multicultural Arts Coordinator. It also contracted with a number of outside agencies to arrange arts programs for 20 schools. The coordinator saw to it that the programs were coordinated with the schools' curricula, and also held planning meetings with the teachers in these schools.

The following community-based organizations (C.B.O.s) supplied programs:

- The Folklore Institute of Bank Street College maintained an intergenerational program at two elementary schools. Older people from diverse cultural backgrounds told stories or taught handicrafts at ten weekly workshops at these schools each semester. The program director conducted staff development activities with the teachers of participating classes.
- "Learning through the Arts," from the Guggenheim Museum, was oriented toward the visual arts. The program sent artists to three elementary schools.

- The National Dance Institute, headed by the eminent ballet master Jacques D'Amboise, selected several classes in each of four elementary schools for the teaching of a variety of national dance styles. The Institute conducted weekly workshops throughout the year, and at the end of the year, the students took part in a show at the Felt Forum.

- The Studio in a School Association stationed an artist full-time in P.S. 126. The school set aside a room as his studio, and a paraprofessional assisted him. Groups of students visited the studio to observe. Their classroom teachers accompanied them, in order to better integrate this activity with the curriculum.

- Ballet de Puerto Rico conducted a six-week program at two alternative schools, the Primary Effective Program and the Lower Lab School for Gifted Education, both sited within P.S. 198. The troupe, which specializes in modern dance as well as classical ballet, offered each participating group of students a workshop and two performances.

- The Bernie Charles Jazz Trio offered performances and a workshop on "Jazz in Black Culture" at five elementary schools, one junior high school, and one intermediate school.

- Midtown Management provided an extraordinary experience to selected students at three elementary schools and an alternative junior high school: August Wilson, the playwright, allowed students to sit in on workshops at which he was developing his Pulitzer Prize-winning play, "The Piano Lesson," and explained how the play was taking shape. Students attended one of the first Broadway performances and went backstage to meet the cast.

Program Structure

In the previous year (1988-89), C.S.D. 2 had invited all of its schools to design a multicultural education program, and had then allotted the grant money on a competitive basis to a small number of them. It also put together a multicultural education advisory committee to review activities and formulate policy. This year, however, the district elected to provide multicultural

programming to a much larger number of its schools and did not maintain the previous year's advisory committee. The district's Director of Funded Programs, who is responsible for allocating funds, planned to return to the policy of allocating funds to a smaller number of competitively chosen schools in 1990-91.

Summary

C.S.D. 2's participation in the multicultural education project allowed it to expand student involvement in existing and new arts programs.

COMMUNITY SCHOOL DISTRICT 5, MANHATTAN

Goals and Organization

C.S.D. 5 named its grant program "One of A Kind, Part of the Picture." A needs assessment survey conducted by the district led to the development of program goals, which were to infuse multicultural education into the curriculum, encourage teachers to use multicultural techniques, and create an atmosphere of sharing between schools.

A school board member, two supervisors, five teachers, a guidance counselor, and two parents comprised a multicultural advisory committee. Committee members helped with the needs assessment survey and with the planning of activities. Multicultural liaison persons (most of them teachers) were responsible for relaying information gained at staff development workshops to the staff in their schools, and for publicizing multicultural events.

Staff Development

Staff development activities took place at monthly after-school workshops which were attended by liaison staff, other teachers, and some parents. The Office of Multicultural Education and the Anti-Defamation League offered materials to workshop participants. Liaison teachers also participated in the Chinatown History Project (a C.B.O. that sponsors walking tours and travelling exhibits about Chinatown) and toured the Chinatown Museum. They watched a slide presentation and discussed Asian-black tensions, an example of which was being covered by the media at the time. A similar exchange had been planned with the Caribbean Cultural Center but was deemed too costly to implement.

Student Activities

The program undertook several activities with outside agencies. One was a complimentary performance of "Journey to Freedom" by a teacher's theater company. Program liaison persons received resource materials with which to prepare their students for this performance, which presented historical information about the progress of civil rights.

A program called "Dancing in the Streets" taught 75 junior high school students to tap dance. They later performed with ten students from Boston. The performance received press coverage.

Video Project

The district gave a large portion of its grant funds to WNYE, the broadcast service of the New York City Public Schools, to produce a video that could be used to gain recognition for the

program. However, the video had not been completed by the end of the 1989-90 school year.

Summary

The "One of a Kind, Part of a Picture" program began with a needs assessment survey. Organizations from outside the school community then worked on multicultural activities with a core group of teachers and their students. The district spent much of its grant on a video to publicize multicultural education and was awaiting its completion by WNYE, the broadcast service of the New York City Public Schools.

COMMUNITY SCHOOL DISTRICT 8, BRONX

The District and its Program

Demographically, C.S.D. 8 is exceedingly diverse, with ethnically distinct sections. The multicultural education program coordinator felt that effective multicultural education could help unite the district as well as benefit its students. This was the first year the district received a grant for multicultural education. The program in C.S.D. 8 had three parts: an Immigrant Museum; the monthly highlighting of a culture; and an oral history project.

Immigrant Museum

The district used grant funds to expand its Immigrant Museum, established in 1986 at J.H.S. 123, a school that has graduated many immigrants. The Bronx Historical Society had helped create permanent exhibits. One vivid exhibit is a room for screening immigrants as was done at Ellis Island: visiting

students pass through, getting passed or rejected by a "doctor." Students at the school served as guides to the museum for classes from other schools, two of which visited the museum each day.

"The Learning through Expanded Arts Program" (LEAP) provided historians and artists-in-residence who helped students put together room displays representing the living quarters of various immigrant groups of different eras. Each school researched a culture, and the students produced the furniture and the costumes themselves. This exhibit was officially opened at a Multicultural Showcase, which featured exhibits or presentations on 30 cultures. Students from all the schools in the district participated, as well as a group invited from William C. Bryant High School.

Highlighting Cultures

The second part of the district's multicultural project involved the monthly selection of a culture for students to research. Each month culminated in a celebration of one culture's folklore and contributions to life in America. These celebrations included talks by prominent role models and were attended by many parents with their children. An "African-American Night," for example, honored a distinguished couple who were graduates of district schools. The celebration featured music, dance, and story-telling, and was attended by a thousand people.

Oral History Project

The grant enabled C.S.D. 8 to expand its ICE oral history project to 32 more classes at eight additional schools, for a total of 25 schools. Students were trained in interviewing, then met with persons from diverse backgrounds. The district issued a magazine featuring some of these interviews and program highlights.

In addition to these three initiatives, the program held six staff development workshops and a number of parent meetings.

Summary

C.S.D. 8 used grant funding to further develop an already strong asset, its Immigrant Museum. The district also extended its participation in the ICE oral history project, fostered school cultural celebrations attended by many parents, and undertook staff development in multicultural education.

COMMUNITY SCHOOL DISTRICT 9, BRONX

The Advisory Council and its Goals

C.S.D. 9's goal for its multicultural program was to build self-esteem in its student population. A multicultural advisory council was composed of principals, a school board member, paraprofessionals, and teachers. The council met six times and focused on developing a multidisciplinary, multicultural curriculum and increasing parental involvement.

Curriculum Development

The district published and distributed a teacher-written African-American resource guide for kindergarten through eighth

grade. Curriculum experts were working on similar resource guides for French-, Spanish-, and English-speaking regions of the Caribbean.

Materials Development

Two computer programs from the series, America: Us, were originally proposed to supplement the Panel of Americans activities (described below). These programs' content, which treats African-American history and culture, and women's history, was deemed too difficult, however, so the C.S.D. made the programs available as a resource for staff use. The district also collected materials for a resource center/museum to be housed in one of the schools.

Student Programming

District schools created multicultural bulletin boards and musical programs and conducted poster contests. In addition, consultants from the ICE oral history/anti-prejudice program offered presentations at two classes in each of four schools. Teachers participated in two preparatory workshops, then ICE consultants taught their classes interviewing techniques; an evaluation followed each session.

Another community-based organization with experience in prejudice reduction, the Panel of Americans, Inc., provided consultants who led two classes in four schools through its ten-week "Intergroup Relations Training Cycle." This program explored the origin of stereotypes and sought to improve students' self-esteem and cross-cultural communications. It also

offered staff development activities in a series of eight workshops.

Staff Training

One teacher from each of the 33 schools in the district attended lectures by speakers from the Caribbean Cultural Center. The teacher then shared this information with other staff members and the community in a turnkey effort. The program coordinator attended lunchtime meetings with teacher representatives and administrators in each school.

Parent Academy

A principal who had created a "Parent Academy" at his school in Maryland spent two days helping district parents and administrators form a similar association. C.S.D. 9's academy recruited about 40 parents from the schools and the community at large.

The academy collaborated with the Parent Advocacy Center sponsored by the Center for Law and Social Justice of Medgar Evers College, an institution in Brooklyn that maintains an outreach office in the Bronx. The academy rotated meetings among those schools most involved in multicultural education, helping parents to recognize the diversity of the district's schools.

Summary

The goal of multicultural education in C.S.D. 9 was to help students strengthen self-esteem. The multicultural education program in the district conducted activities in all five program

areas, with particular emphasis on developing curriculum, training staff, and creating a parent academy.

COMMUNITY SCHOOL DISTRICT 10, BRONX

Program Structure

C.S.D. 10 called its multicultural program "Project Heritage." This project functioned at two elementary, one intermediate, and two junior high schools. Grant funds were to be used for multicultural staff development activities and resource centers. Those responsible for multicultural education at each of the five schools gave reports on their efforts to the district multicultural education advisory committee, which met six times.

Materials Development

Each of the five schools planned a satellite resource center and chose a room or a portion of its library as its site. C.S.D. 10 collected materials for these five centers, and the schools started producing their own materials. I.S. 115, for example, published a compendium of student contributions, which included recipes for ethnic meals, and grandparents' reminiscences.

Staff Development and Parental Involvement

Each school sent its principal, its multicultural coordinator, and a parent to a two-day development retreat facilitated by Dr. Carl Grant of the University of Wisconsin. The retreat had a turnkey effect: three parents who participated in the retreat subsequently addressed the district's Parent

Advisory Committee, several members of which then agreed to pass the information on to parents at their schools.

C.S.D. 10 continued an already established policy of calling upon Columbia University's Institute for Urban and Minority Education (I.U.M.E.) for refresher training and facilitation, although in diminishing frequency as the district and the five chosen schools gained experience. In the previous year, the district had sent student representatives to the I.U.M.E. for training in intercultural awareness and conflict resolution, but it did not continue that effort this year, preferring instead to emphasize teacher education.

The C.S.D. sponsored its first multicultural institute, in conjunction with a principals' conference and the last meeting of the advisory committee. Persons active in multicultural education at the five pilot schools gave presentations on their initiatives and facilitated small group discussions. Lynn Gray from the City Kids Foundation gave the keynote speech, "Towards the Creation of a Multicultural 'Culture'."

Summary

C.S.D. 10 identified the five schools it considered most likely to pursue multicultural education, then established resource centers and conducted staff development activities at these schools. A multicultural institute indicated that these schools could provide leadership in piloting and propagating multicultural education techniques.

COMMUNITY SCHOOL DISTRICT 15, BROOKLYN

Advisory Committees

An after-school multicultural advisory committee met bimonthly to monitor the multicultural education program. The 14-member committee included two principals, a school board member, a United Federation of Teachers (U.F.T.) representative, teachers, and students. Speakers at advisory committee meetings presented a variety of approaches to multicultural education. A subcommittee was in charge of ordering new teaching materials. Some individual schools also created their own multicultural advisory committee.

Student Programs and Curriculum Development

About 6,000 students in C.S.D. 15 took part in the multicultural education program. The Peace Education Program (described above in the section on General Findings) provided classroom instruction in five schools. Another five schools used the A.D.L.'s "World of Difference" program. One school, P.S. 29, created a Heritage Museum.

As part of "Making Connections," the district's ongoing and widely known curriculum program, curriculum developers completed units on three cultures per grade. In the upper grades, teachers integrated multicultural education into the social studies curriculum; in the lower grades, teachers presented selected themes with reference to other cultures.

Staff Development

C.S.D. 15's primary use of its multicultural education grant, however, was in staff development. Teachers received remuneration for participating in districtwide training workshops, and approximately 150 teachers attended regularly. Three district schools trained their entire staffs. One faculty member in each school served as a link for staff development activities and received 12 hours of orientation from the multicultural coordinator. These staff members conducted faculty meetings, ordered and distributed materials, and observed implementation of the multicultural program in the classroom.

In a different initiative, consultants from the Brooklyn Museum, "Arts Connection," and the Studio in a School Association collaborated to create a staff development institute that supported the arts component of "Making Connections." Each of four Saturdays was devoted to one culture--Chinese, African, Native American, and Hispanic. The sessions included a tour of a museum collection on the culture, a hands-on art project, and a theatrical performance. Workshop leaders also provided teachers with materials for art projects. About 200 teachers attended each of these sessions voluntarily and without pay.

Schools outside C.S.D. 15 requested and received permission to participate in its staff development activities.

Materials Development

The program coordinator used a computer inventory to inform teachers about the resources available in the multimedia library,

located at the district offices. Three schools developed their own resource centers, and two others were in the process of developing them. P.S. 32 created "Windows on the World," a museum for teachers and students that combined a multicultural library with exhibits of artifacts from around the world.

Parental Involvement

While the district offered parents written materials promoting a multicultural perspective, it had difficulty involving parents. The project director felt that parents were not convinced that exposure to other cultures would be beneficial to their children.

Summary

The main thrust of the program was in staff development. C.S.D. 15 also continued the multicultural curriculum development in which it has become a model for other districts.

COMMUNITY SCHOOL DISTRICT 17, BROOKLYN

Background

Development of a multicultural program was impeded because of the previous mismanagement in this district that forced the appointment of a District Management Team to manage its affairs. Not until the late spring of 1990 did the program get a new coordinator, the facilitator for the district's Comprehensive School Improvement Program (CSIP). He undertook to put together a program in consultation with the Caribbean Cultural Center, but the tax levy freeze delayed the project.

Programming

No activities got underway until the last month of the school year. Still, C.S.D. 17 held six workshops on the subject, "Education within a Culturally Diverse Community," for educators, parents, and community workers. Attendance ranged from 20 to 50.

The district also targeted six intermediate schools for two programs:

- A professional dance group explained and performed Capoeira, a Brazilian dance with African roots, at school assemblies that were also open to the public. The students later discussed their observations in class.
- Facilitators from the Martin Luther King, Jr., Center for Nonviolence held workshops for students in sensitivity training and conflict resolution.

The district formed a multicultural advisory committee at the end of the school year to evaluate these efforts and to plan future programming.

Summary

Under new program leadership, and in very short time, C.S.D. 17 established a functioning multicultural advisory committee, sponsored six public presentations, and offered two student activities (in dance and sensitivity training) at each of six target intermediate schools.

COMMUNITY SCHOOL DISTRICT 18, BROOKLYN

Advisory Committee

C.S.D. 18 appointed a multicultural advisory committee composed of students, parents, teachers, administrators, and

school board members. Occasionally, the deputy superintendent attended committee meetings.

Student Programs

Individual schools initiated multicultural events, most centering around a holiday celebration. In addition, several schools collaborated on a multicultural fair for prekindergarten through second grade students.

Educators for Social Responsibility (E.S.R.), in collaboration with the Office of Health, Physical Education, and School Sports, provided its Resolving Conflict Creatively Program free of charge, giving a three-day training session to twelve teachers from two schools where the program was then implemented as a cycle of discussions with students. E.S.R. consultants met with the teachers several times for follow-up. The district planned to introduce a related program in peer mediation at 25 intermediate schools, starting in the fall of 1990; selected teachers, guidance counselors, and administrators received nine hours of training from consultants to prepare them to launch that program.

Staff Development

Staff development activities included a two-day seminar on cooperative learning given by a scholar from Johns Hopkins University, and a series of workshops on different cultures led by a speaker from the City University of New York.

The district multicultural coordinator acted as a "turnkey" trainer, tapping into a variety of city and state resources in

multicultural education, then using this information to train teachers at conferences and workshops both during and after school hours. Sources included the Asian-American Conference at New York University, a social studies conference sponsored by The New York Times, and a lecture on Caribbean cultures at Brooklyn College. Attendance at the workshops was mandatory or voluntary, depending on the principals of the various schools.

Curriculum Development

Curriculum development was primarily for grades three and seven. A team of 18 experienced teachers met after school to write lessons and participate in activities related to lesson planning. Third grade planners, for example, listened to a speaker on Korea, in preparation for a set of lessons on that country. Some planners began pilot lessons in the spring and planned to present them to the full staff in the fall of 1990. The district also purchased some "World of Difference" materials from the Anti-Defamation League but could not afford to purchase the League's complete program, as previously planned.

Summary

The program coordinator acted as a turnkey trainer in C.S.D. 18's multicultural education program. Students participated in a number of multicultural events centering around ethnic celebrations. Selected staff began training to prepare to introduce a peer mediation program in the district's intermediate schools.

COMMUNITY SCHOOL DISTRICT 19, BROOKLYN

A Focus on Materials

Even before receiving its first multicultural education grant this year, C.S.D. 19 had formed a multicultural education commission, which met monthly. It was this group that administered the grant program.

The commission decided to use grant funds almost exclusively for acquiring materials. After hearing presentations by several publishers and reviewing their offerings, the commission purchased appropriate materials for its 27 schools in amounts proportional to each one's register. The commission also purchased materials for a resource center at the district office.

In addition to gathering multicultural materials, the district held a workshop for staff and parents on Kwanza (a holiday celebration), run by a co-chairperson of the commission. It also made exploratory contact with the Atlanta-based program, "Self-Esteem Through Culture Leads to Academic Excellence" (SETCLAE), which shows teachers how to build students' self-esteem through an awareness of their culture.

Summary

The C.S.D. 19 program was run by a multicultural education commission. Activities centered on selection and purchasing of resource materials for the 27 district schools and a proposed resource center. However, the district also held a workshop for staff and parents, and investigated the use of a program on self-esteem.

COMMUNITY SCHOOL DISTRICT 20, BROOKLYN

Program Scope and Sources

Almost all of C.S.D. 20's activity under this grant, which was new to the district, took place at P.S. 205 in Bensonhurst, a school with a large Italian-American population. The school's program was an outgrowth of its Italian Heritage project, formed ten years earlier. Numerous grants, including those from the Mott Foundation and the Mobile Foundation, had enabled P.S. 205 to broaden the Italian Heritage project to include other cultures.

A professor from Fordham University and one from Brooklyn College served as consultants to P.S. 205. The latter spoke to students about how historians do their research, and gave them a role in finding written material and interviewing residents for his research of Bensonhurst. He also offered staff training on incorporating historical studies into the curriculum, and helped write grant proposals.

Parental Involvement

Parents were an integral part of C.S.D. 20's multicultural education program. Parent Teacher Association (P.T.A.) members assisted with all multicultural events in P.S. 205. In addition, some parents were members of the multicultural advisory committee that met informally every other month.

Student Programs

Students participated in multicultural events, which included creating a puppet show, making a model of a Bedouin

encampment, and conducting food fairs. They also attended lectures, used videos to communicate with children in Israel, and interviewed U.N. delegates after training in the ICE oral history project.

In a program that paired students of different cultural backgrounds, students at P.S. 205 were pen pals with students in schools in C.S.D. 19. Other students took a bus tour of New York City, from Chinatown to Harlem, a trip that received press coverage.

Members of a senior citizens center and students at Franklin D. Roosevelt High School helped P.S. 205 students create a mural depicting children at play around the world, to teach the similarities among people. Community leaders reviewed this art to make sure that the content was not offensive to any cultural group.

The Resolving Conflict Creatively Program taught students at P.S. 205 how to resolve their problems peacefully, and three other schools participated as well. Thirteen classes received instruction through this program.

Summary

The multicultural education project in C.S.D. 20 focused on enhancing a pre-existing program at P.S. 205. The program emphasized student activities and included staff development and parental involvement. A conflict resolution program was extended to three other schools.

COMMUNITY SCHOOL DISTRICT 23, BROOKLYN

Staff Development

C.S.D. 23 had planned a two-school pilot program, but administrative difficulties at one of the schools led to its withdrawal. At this point, the district multicultural coordinator invited all district teachers to a series of presentations arranged through "Impact II," an office of the Division of Instruction and Professional Development which sponsors workshops in which teachers describe for other teachers the programs they have developed. Between 20 and 30 teachers attended regularly. The coordinator then presented weekly workshops after school for six weeks. The participants watched instructional videos, evaluated student materials, and discussed racial tensions. Participating teachers undertook to act as turnkey trainers in their home school.

The district held a retreat on multicultural awareness attended by about 40 staff members and eight parents. Guests spoke on multicultural education and the resolution of conflict between groups, and representatives of a number of ethnic groups spoke about their cultural background.

Materials Development

The coordinator bought single copies of materials on scapegoating and prejudice, as well as videos and movies giving insight into specific cultures, and made them available to teachers. He requested teachers' assessments of these materials

and asked school librarians to make effective student books more widely known.

Since space at the district office for a formal resource center is limited, the coordinator was considering developing resource centers at two schools in the district instead.

Other Events

P.S. 156 held a Cultural Recognition Day, which featured a multicultural breakfast, student performances and art, and a talk by the district program coordinator.

In addition, consultants invited by the Office of Multicultural Education trained a teacher from J.H.S. 263 to infuse multicultural themes into the social studies curriculum; this teacher then adapted the seventh grade United States history curriculum to reflect the viewpoints of several cultures.

Summary

C.S.D. 23 held a staff development retreat, several workshops, and informal meetings for a self-selected core of teachers. It arranged one student activity, and concentrated on acclimating teachers to the concept of multicultural education and collecting resource materials.

COMMUNITY SCHOOL DISTRICT 24, QUEENS

An Oral History Project

C.S.D. 24 offered a multicultural education program, "Project Share," at three schools. ICE oral history program consultants conducted all multicultural activities.

The standing multicultural advisory committee had 12 members (parents, teachers, supervisors, and a school board member). The committee met four times. One meeting was given over to an ICE consultant, and the others were used to discuss program problems and possible solutions.

ICE offered a day-long preparatory workshop for teachers (who received released time to attend) as well as a day-long workshop for parents. ICE consultants also instructed 12 fourth and fifth grade classes in interviewing techniques and supplied guests from whom students could obtain oral histories.

C.S.D. 24 had hoped to use grant funds to extend already existing Anti-Defamation League programs but had difficulty working out a schedule.

Summary

Consultants from ICE conducted all activities in the district's multicultural program, "Project Share," which was offered at three schools.

COMMUNITY SCHOOL DISTRICT 27, QUEENS

Ongoing Activities

C.S.D. 27 has been actively engaged in multicultural education for several years. In previous years, every school has submitted a plan for the infusion of multicultural concepts into the kindergarten through ninth grade curriculum. The multicultural education project director noted that multicultural education has come to permeate the activities of all the schools

in the district, with the food service even providing meals featuring recipes from various countries and cultures.

Many of the multicultural activities taking place in the district this year were basically extensions or continuations of activities that have been on-going and supported through other funding. They include the following:

- Early childhood teachers used the manual ALERTA: A Multicultural, Bilingual Approach to Teaching Young Children, as well as the section of the kindergarten curriculum guide ("All About Me") which stresses multiculturalism.
- The Anti-Defamation League's multimedia program, "A World of Difference," was shown at all schools.
- Museums collaborated to increase students' awareness of other cultures, and the Children's Museum of Manhattan established a residency at one school.
- The district hired mentors in music, art, science, ecology, dramatics, and story-telling to work with students in the classroom to impart a knowledge and appreciation of different cultures.
- At P.S. 197, students wrote and performed a rap song recapitulating the achievements of Martin Luther King, Jr.
- The district also paired several of its schools in exchange programs. In "Student-to-Student," children from P.S. 105 and P.S. 108 traded information about their family histories via computer hook-up. Some classes welcomed students from other schools to interfaith celebrations.
- Several junior high schools used Project EQUAL, a literature-based approach to stereotyping, while at several others, the Panel of Americans, Inc. conducted its ten-week program to promote intercultural understanding.
- Several schools held a multicultural day, and the district held a fair at which every school exhibited.

- Students from J.H.S. 202 prepared a short video explaining what their cultural celebrations meant to them, and the district documented its involvement with multicultural education in the video, "You + Me = Us."

Use of This Grant

The district used its grant to fund "Project Merit," which comprised a strategic planning process and an expansion of the program "Peace--Resolving Conflict Creatively." In the Peace program, five schools trained a total of 30 teachers in techniques for resolving conflicts and building students' self-esteem and sensitivity to others. Consultants from the Resolving Conflict Creatively Program went into classrooms at these schools for one period a week for 15 weeks to work directly with students. In these sessions they gave presentations and led the students in role-playing exercises. At three schools where the program had previously been introduced, students were selected by their peers for training in the mediation of disputes (with staff support). Trained students wore T-shirts designating them as mediators, and the school encouraged the student body to call upon them to resolve conflicts.

In addition to expanding the Peace program, Project Merit continued a strategic planning process that the district had begun during the 1988-89 school year. In October of 1989, Dr. James Lewis of the National Clearinghouse on School-based Management facilitated sessions for school administrators and district staff on multicultural education in the context of school-based management and shared decision-making. Then in January 1990, staff, parents, and representatives of the

community met to revise the district's mission statement with the assistance of N.Y.U. Metro Center and the Educators for Social Responsibility. This statement of mission emphasized multicultural education in 13 points. The district then assigned each of the points to an individual focus team for the development of implementation techniques.

Summary

C.S.D. 27, a district already engaged in many multicultural efforts, used grant funds to plan for strategic goals and to expand a program that taught staff and students to respect differences and defuse conflicts.

COMMUNITY SCHOOL DISTRICT 28, QUEENS

General Planning

C.S.D. 28 named its program "Proud to Be Me, Proud to Know You." Principals, teachers, and students in each of C.S.D. 28's schools met to establish a "code of values," which was then compiled for publication.

In addition, the State Education Department (S.E.D.) funded two meetings for parents and administrators in the district to share ideas and discuss the goals of multicultural education. Some of those who attended these meetings became members of a multicultural advisory committee. However, because members were unsure of what the committee could accomplish after the funding freeze, the full committee never met.

Staff Development

The Anti-Defamation League's "World of Difference" program conducted an all-day training session for 50 educators. Four teachers from each school also attended an all-day curriculum conference given by a trainer who was also multicultural coordinator of C.S.D. 15, Carmen Farina. However, unexpected budget cuts prevented the district from purchasing this program's requisite materials.

Student Activities

Students in a number of schools participated in multicultural fairs. Fifth and seventh grade classes in seven schools participated in Project EQUAL, a literature-based approach to stereotyping.

Unfortunately, the district was unable to implement a number of other planned activities because of the May funding freeze, and some discontinuity caused by a change in project director. These activities would have involved the Asian Society of Teachers College, the Caribbean Culture Center, Yivo Institute of Jewish Research, and the Center for African Arts.

Summary

The district's "Proud to Be Me, Proud to Know You" project concentrated on developing a "code of values," and on staff development activities. Some agencies with which the district had hoped to work could not be contracted with because of lack of funds.

COMMUNITY SCHOOL DISTRICT 30, QUEENS

The Scope of the Plans

The district's multicultural education advisory committee brought administrators, staff, parents, community leaders, and a few students together five or six times to formulate a program. The program they generated encompassed staff and curriculum development, cultural activities, parent outreach, and an oral history project. This was C.S.D. 30's first year of central funding for multicultural education.

Student Programs

Consultants from the ICE "Oral History/Anti-Prejudice Program" coordinated presentations in two fourth grade and two seventh grade classes at every elementary school in the district. The program taught interviewing techniques, brought in guests for the students to interview, and involved parents through student interviews about family history.

Several schools used the Anti-Defamation League's (A.D.L.'s) multimedia program, "A World of Difference." The A.D.L. also conducted a teacher workshop on the use of its materials.

The Immigrant Theater of LaGuardia Community College performed plays at two junior high schools about the plight of immigrants and about conflicts between groups.

Staff Development

A number of teachers from each school attended six after-school workshops. These included a presentation on reducing stereotypes by the Board of Education's Office of Equal

Opportunity, a workshop by the Panel of Americans, Inc., on prejudice, and a lesson on mediation between groups in conflict.

The district program coordinator went to faculty conferences at several schools to show the film, "Names Can Really Hurt Us." The coordinator reported that it was hard to get staff released for training during the school day.

Curriculum Development

The program coordinator distributed the resource catalogue and lesson plan book of the Women's History Project to every school in the district for infusion into the social studies curriculum. P.S. 166 in Queens invited a speaker from the Women's History Project to give a presentation at the school.

Festivals

The district rented a large auditorium in Long Island City for a music festival, at which students listened to and performed songs from around the world. The district also held a multicultural arts festival in Astoria Park attended by about 800 people, at which students paraded in traditional costumes. Students received awards for an essay contest on the theme, "How Prejudice Hurts Us All." Various ethnic organizations performed dances and exhibited displays on their history.

Parents took an active role in this festival, making the costumes, cooking the food, and contributing most of the handicraft displays. Parents also showed consideration and flexibility in agreeing to reschedule the festival so it would not conflict with the Puerto Rican Day Parade in Manhattan.

Special education classes took part but also held their own festivals the following week. Within the district some individual schools held smaller festivals. P.S. 92 held a program of multiethnic dances, foods, and art, while P.S. 11 celebrated a Korean children's festival.

Summary

C.S.D. 30 implemented a program of staff and curriculum development, student activities facilitated by outside consultants, and celebrations involving students, parents, and the community.

COMMUNITY SCHOOL DISTRICT 31, STATEN ISLAND

Timing and Consultation

The program began in January 1990, since district staff received notification of the grant award in late November. Most of the program was then given over to the ICE Oral History/Anti-Prejudice Program.

A multicultural advisory committee consisted of the assistant to the superintendent, the district's bilingual coordinator, a representative from the Staten Island Federation of Parents and Teachers, an advisor from St. John's University, and the program coordinator. The committee met twice, reviewing teacher evaluations of the Oral History project at its second meeting.

Oral History Project

The Oral History project functioned in four classes at each of six intermediate schools. Consultants trained a cross-section of classes, including special education and gifted, grades six

through eight. ICE then brought in guests from varied backgrounds for students to interview. Students from different schools interviewed a final roster of guests together. Students considered the interviews the highlight of the program. ICE consultants also provided parent workshops, and two of the schools invited students to these as well.

Participating teachers attended two after-school meetings to prepare for the consultants' classroom presentations. However, those meetings focused on scheduling, and teachers requested that in the future they be given more orientation to enhance their participation in the program.

Staff Development

District teachers whose students were not involved in the oral history project took part in other staff development activities in multicultural education, including the A.D.L.'s "World of Difference" after-school training, in which approximately 200 teachers and guidance counselors participated. In addition, early childhood instructors participated in multicultural education workshops on staff development days.

Summary

The greater part of C.S.D. 31's multicultural education program was conducted by the ICE Oral History project. The Anti-Defamation League and the district program coordinator also conducted staff development activities.

COMMUNITY SCHOOL DISTRICT 32, BROOKLYN

Options and Obstacles

The multicultural education program was new to this district. In "Program Kindred Spirit," C.S.D. 32 invited its 17 schools to choose one of two major programs and any of several smaller ones from a menu of available multicultural projects run by outside organizations.

For the major program, ten schools picked the ICE oral history project, and seven selected "Making Connections," a series of lessons on multicultural themes in children's literature. Because the tax-levy freeze prevented the purchase of the books for "Making Connections," the program coordinator assembled single copies of all the books and used them as a resource for curriculum coordination throughout the district. The developer of the program also conducted a workshop for 60 teachers in the district.

The ICE Oral History/Anti-Prejudice program had already started at ten schools when the freeze was announced, but the district gave it priority and completed this program as planned. A team of consultants went into four classes at each of ten schools to teach interviewing techniques. They then brought in people from various cultural backgrounds for students to interview, and students interviewed their own parents as well. The team met with teachers daily to insure proper functioning of the program.

Smaller programs on the menu included Chinatown walking tours, visits to the Puerto Rican Heritage Library, and guided

visits to the Brooklyn Historical Society. However, most of these activities were cancelled as a result of the May funding freeze. Three schools did try to use "How to Get Along with Others," an assembly program prepared by the National Conference of Christians and Jews, but found it unsuitable for large groups and insufficiently challenging. The A.D.L. offered "A World of Difference," a multimedia prejudice-reduction program, at no cost. However, the A.D.L. suffered funding problems and stopped printing the teacher's guide to the program. They generously permitted the district to photocopy the materials, but the delay led most of the schools to postpone the program to the fall of 1990.

C.S.D. 32 planned but lacked sufficient time to present a festival featuring student dances choreographed by teachers. The district started a "Kindred Quilt," for which many classes from many schools contributed patches to be assembled in the next year and then displayed.

Summary

C.S.D. 32 allowed its schools to choose from a number of programs led by outside consultants; however, funding problems limited them to an oral history project and some staff development in preparation for a multicultural literature curriculum. The district made a start at developing its own initiatives by beginning a symbolic "Kindred Quilt" to be assembled from patches made by many classes.

CITYWIDE DISTRICT 75

District 75 functions citywide, serving students with emotional, mental, or physical disabilities.

Plans for a Museum

The district concentrated on developing plans for a multicultural museum and resource center. It solicited exhibits and technical assistance from numerous agencies. District Council (D.C.) 37 and its Women's Committee gave significant assistance. D.C. 37 is a labor union representing diverse categories of municipal employees. Other organizations offering assistance included the Brooklyn Children's Museum, the Manhattan Children's Museum, the Staten Island Children's Museum, the Schomberg Center, the Chinatown Historical Project, the New York City Department of Cultural Education, El Museo Del Barrio, the Statue of Liberty/Ellis Island project, and the New York State Board of Regents. Exhibits were to include one on the development of New York City neighborhoods in the 1990's and one on women in America. Students began preparing contributions to some of the exhibits.

The multicultural advisory committee of 14 members met bimonthly to help establish plans and order materials for the museum. Parents helped develop connections with agencies and volunteered time and technical assistance. The program coordinator attended District 75 Parent Advisory Committee (PAC) meetings to report on the status of the museum.

The multicultural museum and resource center is intended to serve students with diverse disabilities. It is to be barrier-

free, so that non-ambulatory students will have access. At first it will only serve students at the site of the museum. Later the project will bus in students, and, finally, a traveling exhibit will take the museum to the students. Interactive displays will allow students to touch and otherwise participate in the exhibits. Students will also be allowed to take some things home.

Curriculum and Materials

The district began to adapt curriculum materials for the special needs of its students. The program coordinator and the Education Fund of D.C. 37 arranged for a library exchange program to become operative when the resource center opens. The coordinator was seeking to put into place similar links with local libraries.

Five teachers attended conferences sponsored by the Office of Multicultural Education, brought information back to the schools, and met with administrators to work on adapting materials. Two representatives participated in an all-day staff development training session provided by Project Reach.

Summary

District 75 (Citywide Special Education Services) made plans for a multicultural museum and resource center, soliciting materials and technical assistance from numerous agencies. It began to adapt curriculum material and planned a library exchange program.

BRONX HIGH SCHOOLS

The Project's Background and Structure

The Superintendency of the Bronx High Schools began using its multicultural education grant in 1988-89 in conjunction with the Bronx Multicultural/Multiethnic Consortium. The Consortium had been founded two years earlier to promote education for interracial harmony at all grade levels, and had emphasized staff development at Christopher Columbus, Theodore Roosevelt, William H. Taft, and Walton high schools. Those schools took over much of the responsibility for planning activities for the 1989-90 school year. Each school had a multicultural council composed of administrators, teachers, parents, students, and the Local Equal Opportunity Coordinator (LEOC). The council met once or twice a month.

Programs at the Target Schools

The Consortium allotted some of its grant funds to the schools to use as they wished. Christopher Columbus High School used the funds to support Panel of Americans activities; to send two staff developers to a seminar in Atlanta, Georgia; and to set up a committee that prepared multicultural enhancements to the curriculum. Theodore Roosevelt High School created a resource center with the funds. William H. Taft and Walton High Schools also wanted to set up resource centers but lost their allotments in the funding freeze. The freeze also forced all four schools to eliminate some student activities that were to have been led by consultants.

Staff Development

Four people, including the program coordinator, attended Dr. Charles King's seminar on "Improving Race Relations" at the Urban Crisis Center in Atlanta. They subsequently invited Dr. King to New York to give the same seminar to staff members and parents from the four high schools.

The program coordinator trained nine teachers and one staff developer to conduct staff development in multicultural education at Walton High School and at six other high schools, thus considerably extending the program's scope. Almost 100 teachers took part, and principals requested that the leaders offer a follow-up seminar in September 1990.

Student Conference

As it had done the previous year, the Consortium organized a student conference at Fort Schuyler. Thirty students from each of the four targeted high schools plus an additional 80 from the other high schools in the district listened to four speakers and then attended seminars on such topics as "A General Overview of Civil Rights" and "Getting to Know Your School LEOC." Innovative Community Enterprises, a community-based organization, performed an interactive drama on intergroup relations during the conference.

Summary

The Bronx High Schools conducted student programs at four target schools, expanded staff development activities, and held a student conference.

BASIS (BROOKLYN AND STATEN ISLAND SCHOOLS)

Planning a New Program

The High School of Telecommunication Arts and Technology, Fort Hamilton, New Dorp, Port Richmond, Harry Van Arsdale, Sarah H. Hale, Lafayette, and Eastern District high schools participated in the multicultural education program, which was new to this superintendency. The schools conducted internal evaluations culminating in a full-day, districtwide meeting dedicated to assessment and planning. Two teachers from each school formed a multicultural advisory committee. The committee met monthly, participated in staff development, and discussed plans for developing the English and social studies curricula. Six representatives from each school met once to discuss curriculum review, the sponsoring of events, and staff development.

In addition, school libraries purchased video materials, and students at three of the eight schools created videos about the cultures in their communities.

Financing was a major problem for multicultural education in this superintendency. Although funds were allocated in November, school staff had to submit purchase orders that were subject to central accounting controls with which they were unfamiliar: errors resulted, and the schools were not able to use the money until March 1990. In May, the funding freeze took away most unspent funds, with the result that three schools never acquired the video cameras essential to their plans.

Summary

The multicultural education program in BASIS was school-based. Late start-up and the funding freeze impeded the program; nonetheless, some school libraries were able to purchase video materials and equipment, and students in some schools created videos representative of their cultures.

III. CONCLUSIONS AND RECOMMENDATIONS

As indicated by the material presented in Chapter II of this report, the Multicultural Education Program of the last two years has supported a variety of activities designed to increase sensitivity to and tolerance for other cultures on the part of both staff and students in the participating districts. In some cases, these activities were basically continuations or extensions of activities that were already taking place in a particular district; in other cases, they were new ventures made possible by the multicultural education grant.

The Office of Multicultural Education provided technical assistance on request and arranged a series of conferences for district staff.

Services in many of the district programs were largely provided by various community-based organizations. In some cases, the activities of district or school staff were limited to planning and monitoring C.B.O.-provided services. Most districts emphasized staff development, many with a "turnkey" orientation, in which the staff members trained were expected to share what they had learned with other members of the district or school staff.

The scope and diversity of the activities provided to students varied widely, with some districts providing multicultural education services to virtually every student in the district, and others providing almost no services directly to their students--or at least none that were directly funded by

this program. Based on the data available to OREA, it appears that only a few of these programs met the stipulation that they were to address the needs of "special" students such as LEP students or students with handicapping conditions.

The Board's Request For Proposals (R.F.P.) also called for district programs to include a parental involvement component, but again, this requirement was not universally met. Perhaps one-half of the participating districts had activities specifically designed to involve their students' parents, although parent attendance at student multicultural events was high. One district developed a parent academy.

Additionally, it appears that very few of these districts made explicit efforts to infuse the concept of multicultural education into the whole instructional process. A few, however, undertook to develop the multicultural sensitivity of part of their curriculum, and almost half of the districts collected relevant materials and/or began the process of establishing a resource center for print and film materials.

Funding difficulties hindered implementation of the multicultural program in many of the districts. The freeze that was imposed suddenly in the spring of 1990 forced cutbacks to many planned activities.

Three factors undoubtedly contributed to the lack of equivalence among the districts' programs. First, the R.F.P. listed many diverse goals. Second, the small staff of the Office of Multicultural Education was able to maintain only the most

limited involvement with the districts' programs. As a result, although the R.F.P. had stipulated that participating districts address four categories of goals, there was no mechanism to ensure that they would in fact achieve such a balance--and many did not achieve it. Third, the districts were not required to aim for measurable outcomes. While giving district administrators a free hand, these circumstances led them to pursue disparate goals with activities whose effectiveness was not measured.

Without questioning the worth of any of the goals set forth in the R.F.P., OREA believes that by encouraging districts to concentrate on fewer goals, the program is likely to accomplish more. And although the outcomes of multicultural education pose special challenges to measurement, OREA notes that some instruments for measuring them already exist (such as the pretest/posttest student questionnaire developed by the Resolving Conflict Creatively Program), and new ones can be devised. OREA believes that the multicultural education initiative is vitally important for New York City, and that it will yield a greater benefit when its aims are more narrowly specified and its various programs are tested for their impact.

Based on these observations and conclusions, OREA recommends that each district:

- focus multicultural education efforts on a few well-chosen goals;
- seek appropriate ways to measure multicultural awareness;

- orient future programming toward measurable student outcomes; and
- identify and promote those programs and practices that meet their goals most effectively.

APPENDIX

Program Coordinators

Office of Multicultural Education	Evelyn B. Kalibala, Director Rosemary López-Kimpton, Assistant Director
C.S.D. 1	Roy Rosenberg
C.S.D. 2	Helene Steinbuck
C.S.D. 5	Karen Pillot
C.S.D. 8	Celia Domenich
C.S.D. 9	Booker T. Coleman, Jr.
C.S.D. 10	Vivian Salit
C.S.D. 15	Carmen Farina
C.S.D. 17	Michael J. Carr
C.S.D. 18	Sally Hochberg
C.S.D. 19	Virginia Mayo
C.S.D. 20	Vincent Grippo
C.S.D. 23	John Ramirez
C.S.D. 24	Carl Vinas
C.S.D. 27	Helene Stein
C.S.D. 28	Helen Levin
C.S.D. 30	Helene Schaumberger
C.S.D. 31	Loretta Prisco
C.S.D. 32	Vicki Garner
Citywide District 75	Caroll Scott
Bronx High Schools	Carol Costello
BASIS (Brooklyn And Staten Island Schools)	Robin Lerner